

Be Kind to Animals Week®

A lesson plan for Grades 1 – 5



Be Kind to Animals Week® was launched as a project of the American Humane Association in 1915 and was adopted by youth organizations, schools, and religious institutions across the continent. This humane celebration and awareness campaign usually takes place the second week in May, but any week is a good week to be kind to animals!

Below you'll find a week's worth of activities to host in your classroom, home or afterschool care program. Choose one or choose them all! Adapt the curriculum to fit your and your students' needs, abilities, interests, and schedules.

Note: the phrase "Be Kind to Animals Week"® is a Registered Trademark of the American Humane Association and is used with their permission in this exhibition and curriculum. Similarly, the phrase "Be Kind to Animals"™ is used with permission from the American Humane Association for this exhibition and curriculum.

Before the Week starts

- If possible, schedule a guest speaker from a local animal rescue, sanctuary or shelter to come and present to the class.
- Schedule a day for your class to visit the school library.
- Invite a musician to perform or lead a round of songs with students.
- Secure a public location/exhibition space to display the children's work.
- Decorate your classroom with a handmade "Be Kind to Animals"™ banner, modern versions of the "Be Kind to Animals"™ posters (Exhibit D), and stuffed animal toys.

Day #1 – Getting Started

- **Storytime**
 - Select a book or two from the museum's "Reading Resources" list (<http://www.museumofanimals.org/reading-resources>), such as "Wonder Horse: The True Story of the World's Smartest Horse" by Emily Arnold McCully, to read aloud to students.
 - Afterwards, hold a discussion about the subject matter, and ask engaging questions such as:
 - How did the book make you feel?

- In what ways are animals the same as or different than us?
 - What do animals need in order to be safe, happy, and healthy?
 - How do you think animals like to be treated?
 - What are some ways that we can help animals like the one(s) in the story?
- Keep a running list of the different ways students can be kind to animals on the blackboard or a poster board. Keep the list visible throughout the week so that students can refer to it and reflect on upon the suggestions.
- **History Lesson**
 - Teacher leads a brief lecture about the Bands of Mercy which will frame the activities for the rest of the week.
 - Have students take the Bands of Mercy pledge, "I promise always to be kind to animals."
 - Students can now decorate their own Band of Mercy membership card or design their own Band of Mercy button (does require a button maker).
 - Find several illustrated posters with the pledge, as well as membership cards inspired by those used in the Jim Key Band of Mercy, and Band of Mercy button samples as Exhibits A-D, all of which can be copied and used in the classroom.

Day #2 –Library Trip & Poster Contest

- **Library Trip**
 - Prepare students for a visit to the school library. Challenge them to think about an animal or species they know needs help, or one they particularly like. At the library, have them do a bit of research (on the computer or utilizing a book) on the animal/species to see what might be a problem or issue they face.
 - Some ideas include: orangutans and palm oil, bears and forest fires, water birds and fishing line, chimpanzees and drug testing, elephants and captivity, rhinoceros and black market trade for their horns, dogs in shelters, dolphins and waterparks/aquariums.
- **Poster-Making Time**
 - Back in the classroom, ask students to design an awareness poster to display at school educating others about their selected animal/species and the problem they face. They should pick a slogan

or statement to go along with the visual (i.e. – “Be Kind to Animals™. Adopt a Shelter Dog.”)

- Have students share their poster and research findings with the class. Ask students to explain why it’s important to be kind to their animal (animal welfare, preserving biodiversity) and give ideas on how others can be kind and improve the lot of their selected animal/species.
- **Homework**
 - To further encourage students to recognize that animals, in many ways, are like us, have them bring in an item from home that they think their chosen animal/species might enjoy. This could be a special food, toy, plant, clothing, or any other creative object a student might think of.

Day #3 – Poetry Day

- **Show-and-Tell**
 - Start the day off by having a simple show-and-tell. Students will present and explain why their animal/species would use or enjoy the object they found for the previous day’s homework assignment.
- **Poetry Session**
 - In Bands of Mercy meetings, students would commonly recite poetry from famous poets and even other members of the Bands of Mercy. Here are a few ideas on how to incorporate poetry and humane education into the day:
 - Pass out copies of a humane poem and have others recite portions of it. Discuss the poem’s themes and subject matter more in depth and perhaps look into the author’s life story. Samples are provided at the end of this lesson plan (Exhibit E).
 - Read aloud “Meow Ruff: A Story in Concrete Poetry” by Joyce Sidman and illustrated by Michelle Berg (Houghton Mifflin, 2006, Ages 4-8), a colorful work of shape poetry that depicts the adventures of a runaway puppy and abandoned kitten. Challenge students to draw an outline of their chosen animal and create a poem about them, using the idea of concrete poetry. Templates (Exhibits F-G) are provided for younger children and a blank page with a prompt for older elementary children.

Day #4 – Music day

- Singing songs was a very common part of a Band of Mercy meeting. “Songs of Happy Life” is a compilation of melodies encouraging humane treatment of animals and wonder for the animal world and was used by Band of Mercy leaders, parents and teachers to plan their meetings and lessons. Music teachers and youth instructors at churches also used the book in planning their programs. Some songs you’ll recognize such as “Over in the Meadow” and others will be entirely new to you and your students. To see a Google digitized version of this book, visit: http://books.google.com/books/about/Songs_of_happy_life.html?id=KM5XAAAAIAAJ.
- The exhibit has 5 songs that were professionally recorded specifically for the exhibit. Feel free to play a few for your students:
 - Be Kind to Living Things - by M.A. Kidder (words), Hattle M. Vose (composer)
 - Ring the Bells of Mercy - (Tune = Ring the Bells of Heaven)
 - The Grey Kitten - by Jane Campbell (words), Konradin Kreutzer (composer)
 - A Cry for Liberty
 - The Caged Bird's Lament
- We’ve included the lyrics and notes for these 5 songs in this curriculum for you to use in your classroom (Exhibit H).

Day #5 – End of Week Action-Celebration

- This is a day when students can put all they have learned into action. Some ideas include:
 - **Hosting a Band of Mercy Exhibition**
 - Display the posters, poetry, and other related materials from the week in a public spot. Invite the school to come view the class’ work. Have the class, other grades, or school officials vote for their favorites in a poster contest. Give the winner a prize, medal or other reward, as was done with the actual Band of Mercy. Images of such medals and certificates can be found in the online exhibition.
 - **Put on a Play**
 - Plays and performances were an interactive way for children to understand inhumane treatment of animals, from the animals’ perspectives. Two of the plays used by BoM chapters are included in this curriculum (Exhibit I).
 - **Hold a Service Learning art activity**

- Through art, children can make an item that will help animals. A few simple ideas include:
 - Assembling catnip toys for cats at a shelter
 - Making birdfeeders using pinecones, almond butter and birdseed
 - Baking and decorating homemade cat/dog treats for the shelter residents
- **A Legislative Action**
 - Write a letter to a congressional representative about a pressing issue affecting animals. To see what bills are being voted upon, visit the Humane Society of the United States: <http://www.humanesociety.org/about/departments/legislation>.
- **Take a Field Trip**
 - Visit a nearby wildlife park or refuge, farmed animal sanctuary, or the shelter. If a field trip is not possible, invite a representative from one of these organizations to come speak to the class on campus.

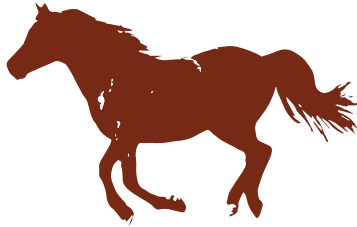
Other activities:

- There are countless ways to help and be kind to animals. Here are just a few more activities that can be ongoing during the entire week:
 - Collect fur coats for local wildlife rehabilitators.
 - Collect dog/cat food for the local shelter.
 - Put out donation jars at local businesses and give the funds to the animal charity of the class' choosing.
 - Organize a bake sale with cruelty-free goodies at home. Pass out the animal friendly-recipes used and donate the profits to an animal protection organization.

For additional ideas or questions regarding humane education, please contact the museum at info@museumofanimals.org



BEAUTIFUL JIM KEY



One of the most famous horses in American history was the Beautiful Jim Key. He was trained by a self-taught veterinarian, medicine salesman, and former slave, Dr. William Key. William traveled with Jim around the country performing for large crowds at Madison Square Garden, the 1904 St. Louis World's Fair, and other venues, showing off Jim's ability to read, write, carry out arithmetic, and even cite Bible passages! Stressing that he only used patience and kindness in training Jim, the two became ideal representatives for the Band of Mercy.

The Band of Mercy was originally started by George Thorndike Angell, who also founded the second SPCA in the country, the MSPCA or Massachusetts Society for the Prevention of Cruelty to Animals. It was a popular network of humane education clubs for kids which sponsored essay and poster contests, encouraged poetry reading, singing of kind songs, and much more.

Two million children joined the Jim Key Band of Mercy and pledged: "I promise always to be kind to animals and other sentient beings." Jim would enter spelling bees with the kids, and although he sometimes lost, he famously won one contest with a sixth grader on the word "physics."

For more on Jim Key:

"Wonder Horse: The True Story of the World's Smartest Horse"

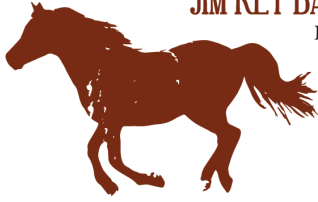
by Emily Arnold McCully

The Beautiful Jim Key Collection from the Tennessee Virtual Archive

<http://teva.contentdm.oclc.org/cdm/search/collection/jimkey>

OUR PLEDGE - I PROMISE ALWAYS TO BE KIND TO ANIMALS

The
JIM KEY BAND OF MERCY
Honorary Member



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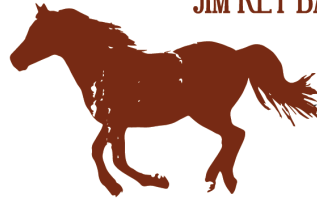
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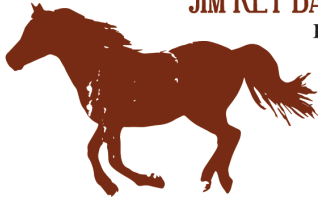
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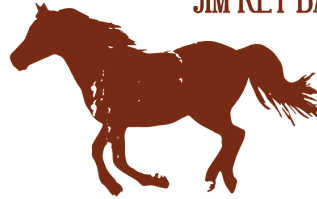
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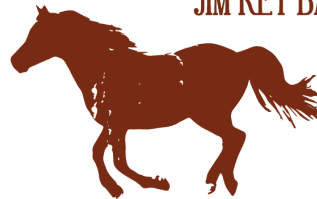
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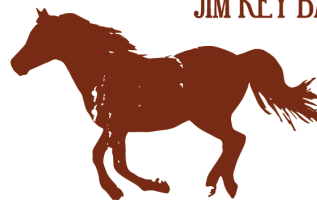
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Band of Mercy Buttons

Below you will find design replicas for buttons that different Bands of Mercy chapters would have used. Feel free to copy and distribute these to your students in full-color or in black & white for them to color in. Both versions are available below in 1" and 2 1/4". Have students cut them out when done, and use a button maker to assemble them!









I promise



always to be kind to animals

Band of Mercy Pledge



I promise

always to be kind to animals

Band of Mercy Pledge

I promise



always to be kind to animals

Band of Mercy Pledge

The Nest Gone

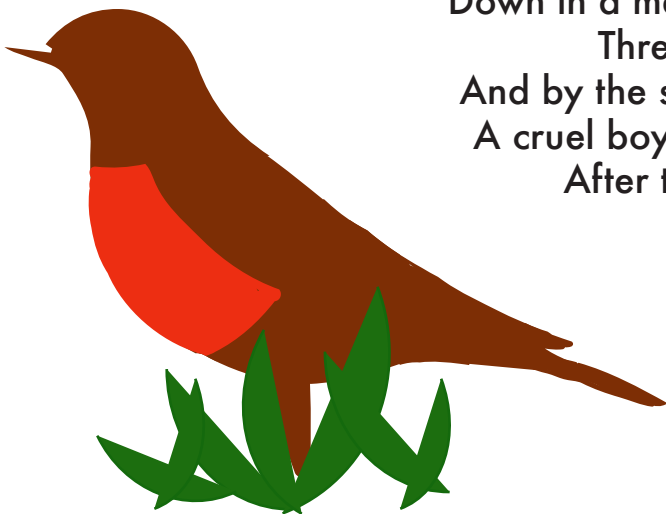
There was a sweet robin
Sat up in a tree,
Singing a mournful song,
And as on the air her sad notes rang,
What do you think were the words she sang,
Tewhit, tewhit, tewee,
Where are my birdies gone?

I built them a nest in the old apply tree,
It took me, oh! so long;
And I've fed my darlings day by day,
Till they should grow strong and fly away,
Tewhit, tewhit, tewee,
Where are my birdies gone?

But somebody took my nest from me,
While I was away this morn,
And I've looked all around in the apple tree,
But my poor little birdings nowhere can I see,
Tewhit, tewhit, tewee,
Where are my birdies gone?

Down in a meadow, cold and still,
Three little birdies lay,
And by the side of a broken nest
A cruel boy lay, taking his rest,
After the sport of the day.

Nelson's Royal Readers



A Plea for Caged Birds

Oh! set them free!
Kind-hearted man, have pity
On the poor cage birds, snatched from hedge, or tree,
Or open field, to pine in smoky city.

Set the birds free!
Their joy is in the meadows,
At will to wander with the murmuring bee,
Or sit and sing amid the happy shadows.

What right hast thou
To lure the golden finches,
Or the red linnets, from the wildwood bough,
And cage them within bars of six square inches?

Who gives thee leave
To steal the merry thrushes
From breezy fir tree tops, that they may grieve
In silence, where the loud street traffic rushes?

Whence comes thy right
To cramp the free-born pinion
Of soaring larks that sing unseen in light,
Then earthwards drop – to feel man's harsh dominion?

Set the birds free,
To smooth the ruffled feather,
To flit at liberty o'er the wood and lea,
Bathe in blue skies and drink the sunny weather

Oh! set them free!
See them once more upspringing
Into the open with a cry of glee,
With ecstasy their Master's praises singing.

Rev. Richard Wilton



The Poor Little Spider

"Oh! look at that great ugly spider!" said Ann;
And screaming, she brushed it away with her fan;
" 'Tis a frightful black creature as ever can be!
I wish it would not come crawling on me."

"Indeed," said her mother I'll venture to say,
The poor thing will try to keep out of your way;
For after the fright, and the fall, and the pain,
It has much more occasion than you to complain.

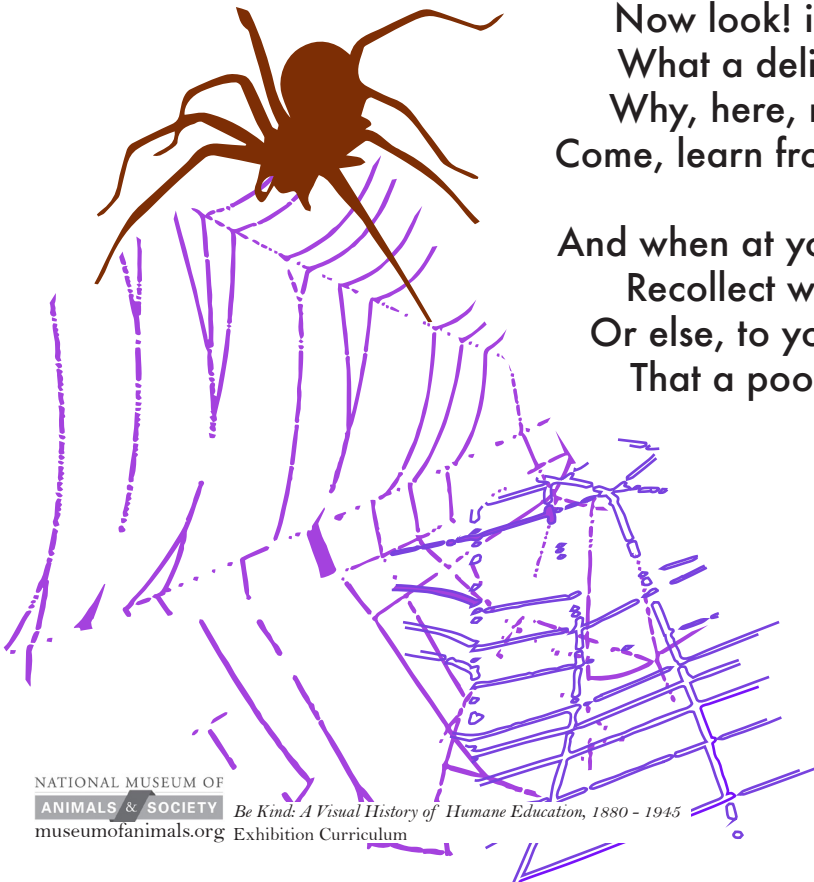
But why should you dread the poor insect, my dear?
If it hurt you, there'd be some excuse for your fear,
But its little black legs, as it hurried away,
Did but tickle your arm as they went, I dare say.

For them to fear us we must grant to be just,
Who in less than a moment can tread them to dust;
But certainly we have no cause for alarm,
For, were they to try, they could do us no harm.

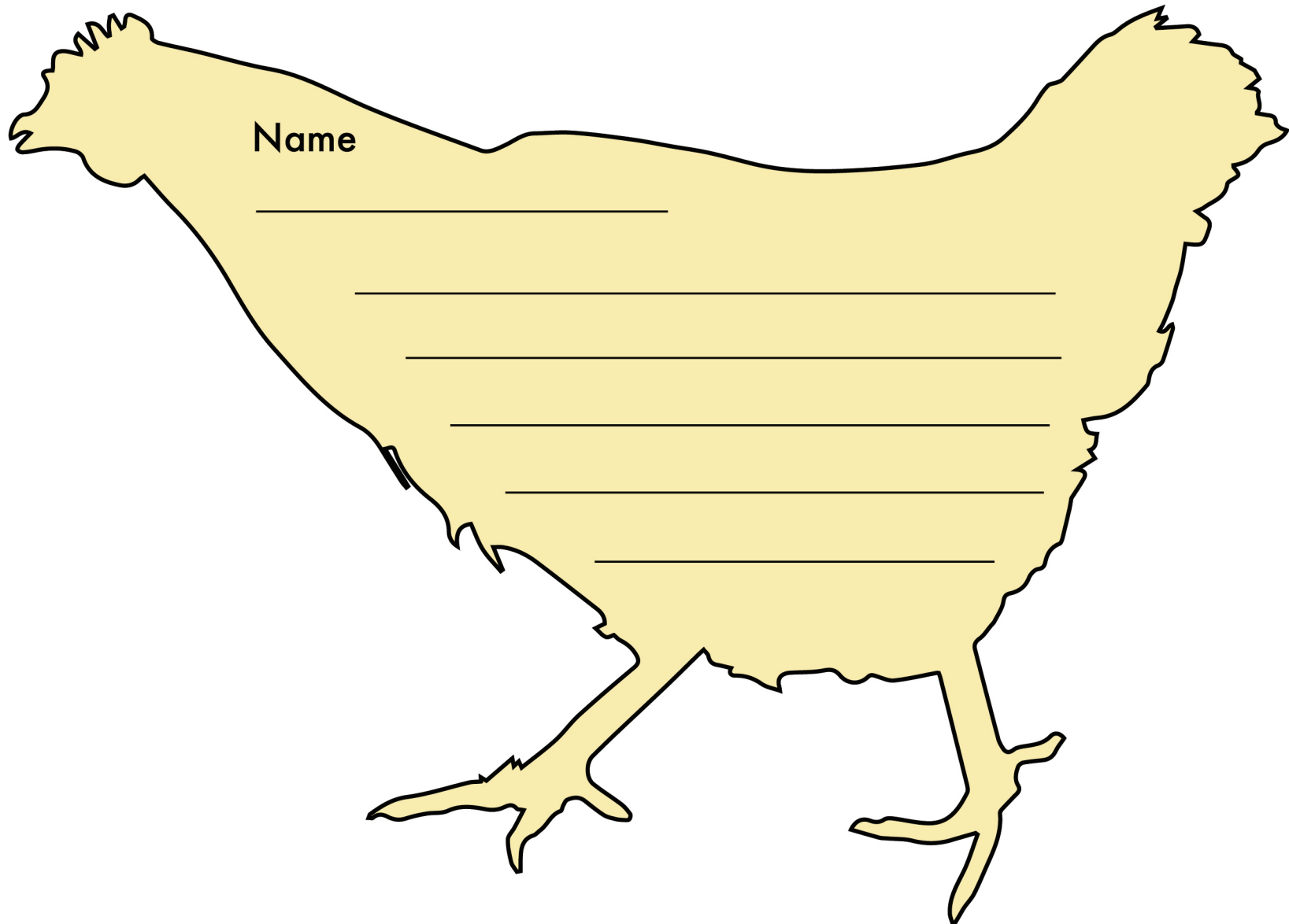
Now look! it has got to its home; do you see
What a delicate web it has spun in the tree?
Why, here, my dear Ann, is a lesson for you:
Come, learn from this spider what patience can do!

And when at your business you're tempted to play,
Recollect what you see in this insect to-day;
Or else, to your shame, it may seem to be true,
That a poor little spider is wiser than you."

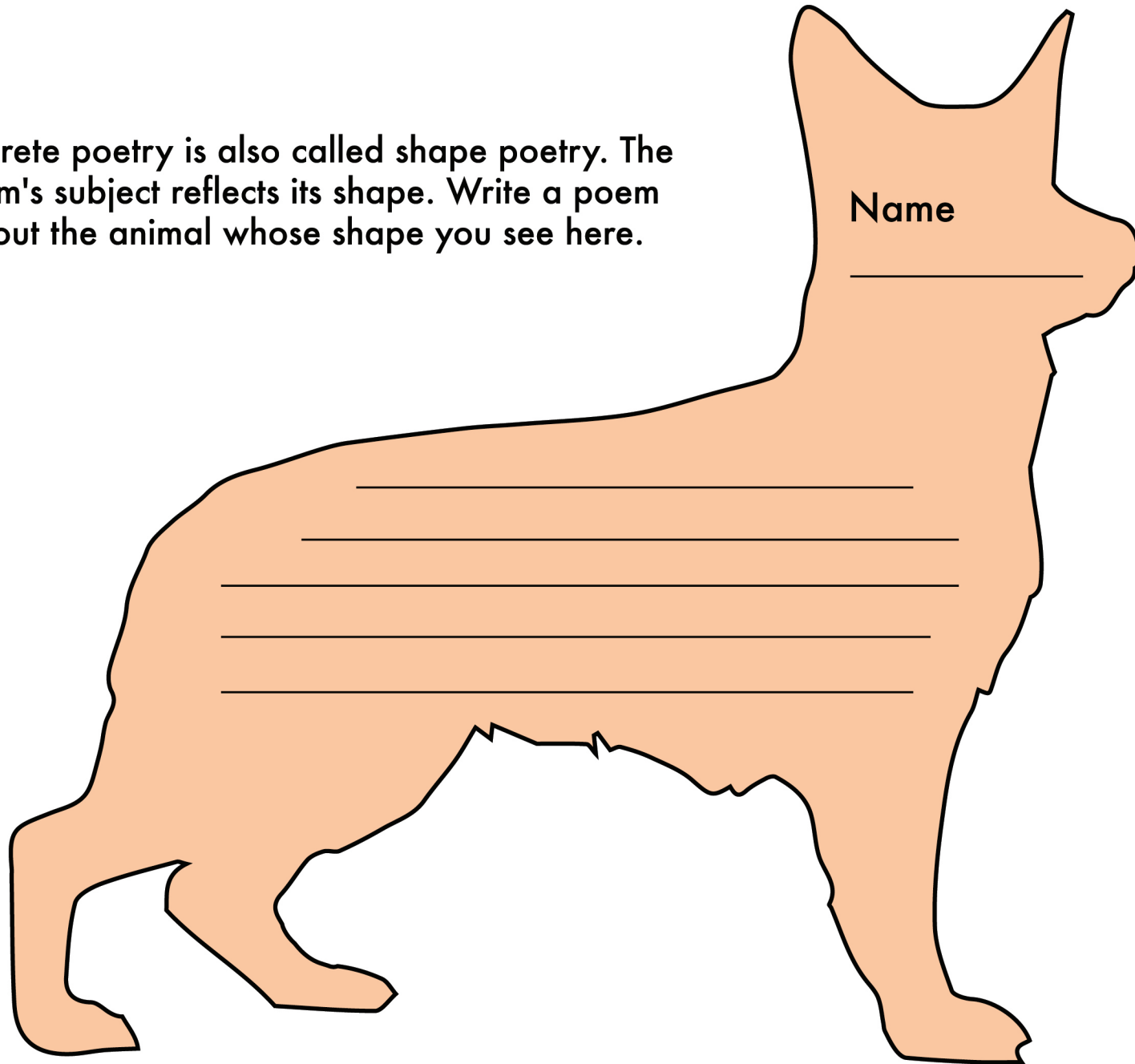
Jane Taylor



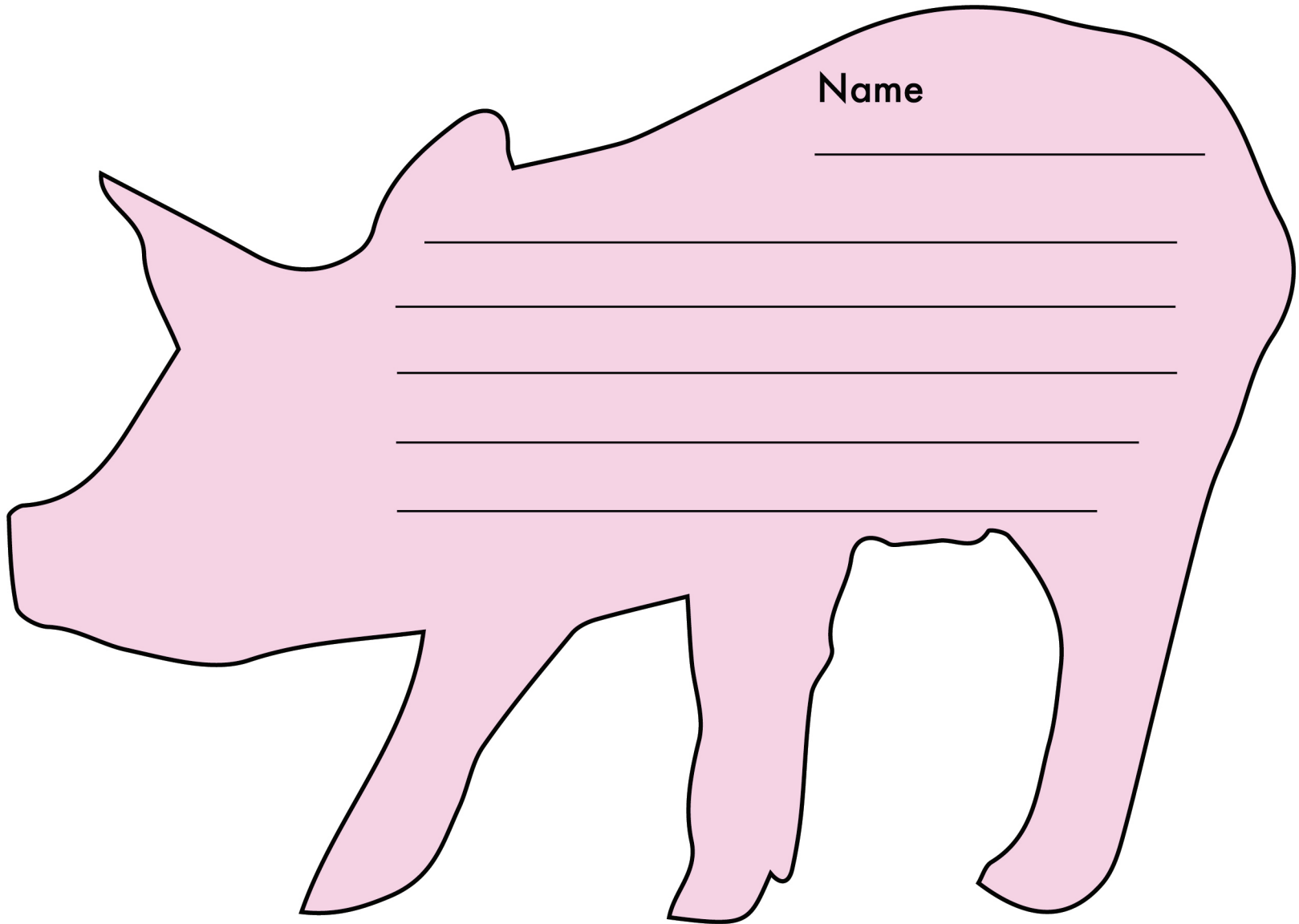
Concrete poetry is also called shape poetry. The poem's subject reflects its shape. Write a poem about the animal whose shape you see here.



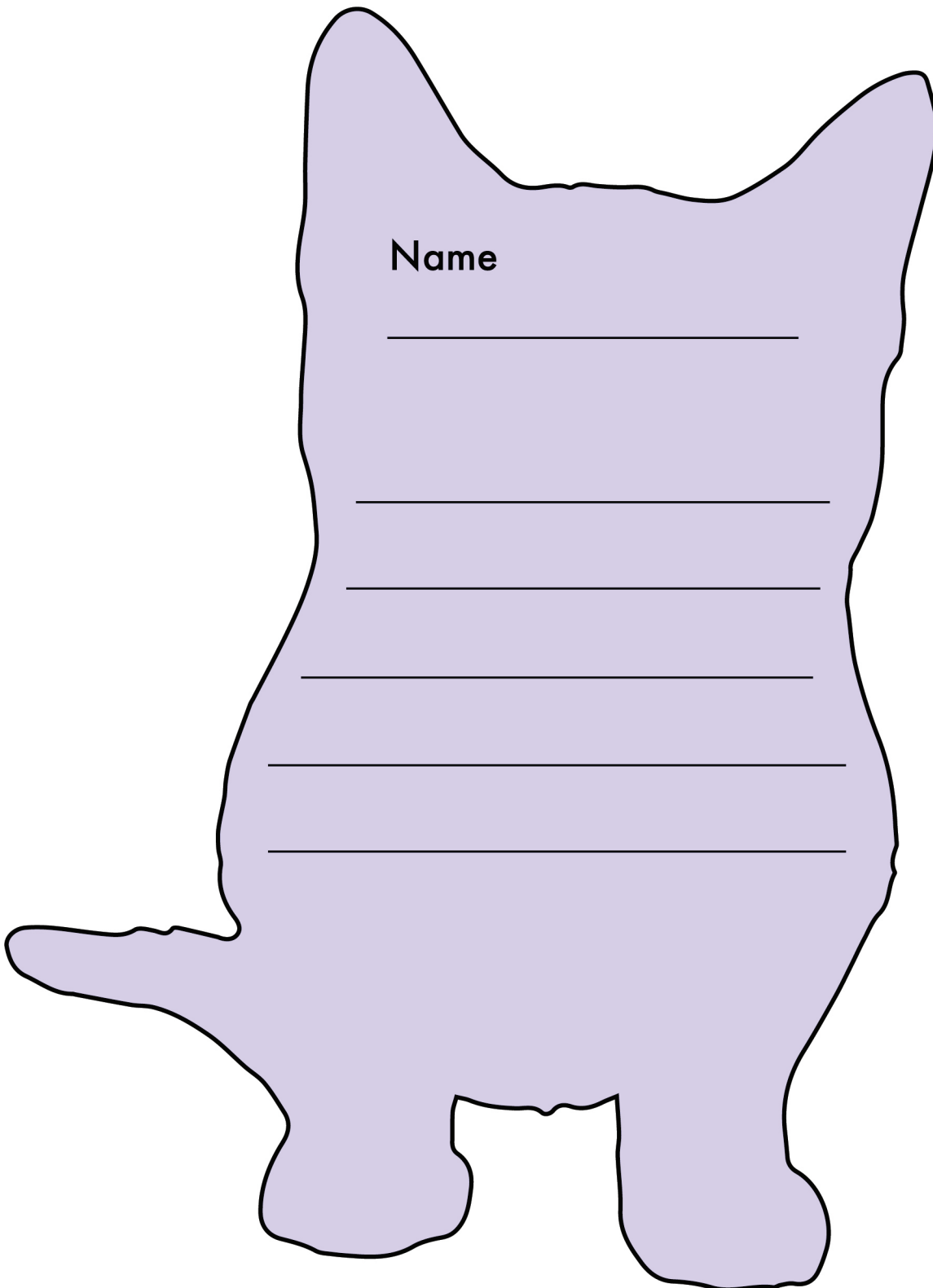
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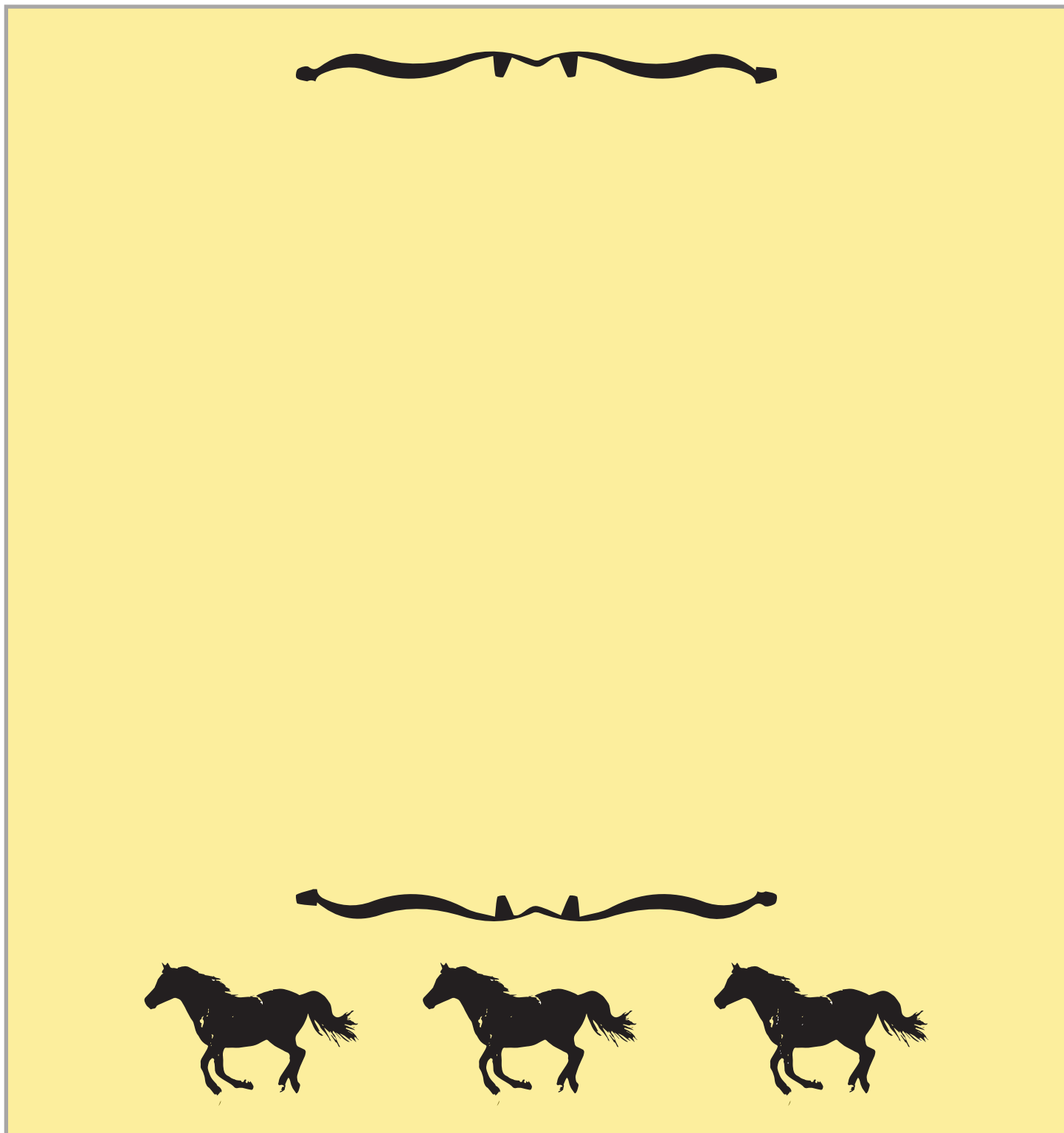
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In Band of Mercy meetings, children used to recite poetry from famous poets and even other club members. The poems were about being kind to animals. Use the space below to create your own poem.





10

Be Kind to Living Things.

M. A. KIDDER.
Andantino.

HATTIE M. VOSE.

Lit - tle chil - dren, bright and fair, Blessed with ev-'ry need - ful care, Al - ways

bear this thing in mind, God commands us to be kind.

Kind not on - ly to our friends, They on whom our life de - pends; Kind not
For re - mem - ber that the fly, Just as much as us or I, Is the

on - ly to the poor, They who pov - er - ty en - dure; But in
work of that great Hand, That hath made the sea and land; There - fore,

(20)

Be Kind to Living Things.

spite of form or feat-ure, Kind to ev - 'ry liv - ing creature. Nev-er
chil - dren, bear in mind, Ev - er, ev - er to be kind, Therefore

pain or an - guish bring, E - ven to the smallest thing.
chil - dren bear in mind, Ev - er, ev - er to be kind.

1 D. S. 2

22

Ring the Bells of Mercy.

Tune: "Ring the Bells of Heaven."

1 Ring the bells of mercy, ring them loud
and clear!
Let their music linger on the ear;
Fill our souls with pity for the dumb and
weak;
Tell the voiceless we for them will speak.

CHORUS.

Ring the mercy bells both loud and clear!
Love and kindness are our mottoes dear.
Ring the bells of mercy, ring them loud
and clear!
Let their music linger on the ear.

2 Ring the bells of mercy over hill and plain!
Let the mountains chant the glad refrain;
For where man abideth, or creature God
hath made,
Laws of kindness on each soul are laid.

3 Ring the bells of mercy over land and sea!
And let millions join the jubilee:
Peace on earth descending fill the human
breast,
Giving to the weary blessed rest.

(31)

The Grey Kitten.

JANE CAMPBELL.

KONRADIN KREUTZER.

mf *mp*

1. A home-less lit-tle kit-ten Came to the door one day, "I'm
2. I gave it milk to drink, and smoothed Its pret-ty, soft grey fur, "Poor

p

cold and starved, oh, let me in!" Its sad cries seemed to say. I
kit-ten, stay with me." I said, It answered with a purr. And

cres. *p*

took it up and shut the door Up-on the bit-ter storm, And
ev-er since that win-ter day I have so hap-py been; I

The Grey Kitten.

put the lit - tle shiv-'ring thing Be - fore the fire to warm.
gained a mer - ry play-mate when I let my kit-ten in.

56

A Cry for Liberty.

ANON.

M. W. SEELEY.

1. O Lib - er - ty! sweet Lib - er - ty! I pine and faint for thee! Fain
2. E'en though my lit - tle dai - ly needs Each morn - ing are sup - plied, A
3. I loathe the sil - ver - sand - ed floor, The bars of glit - t'ring brass; I
4. Then would I mount to a - zure heights, And chant my Ma - ker's praise; 'Midst

CHORUS.

would I burst my pri - son bars, And soar a - mong the free! O
hum - bler fare were sweet - er far With fet - ter'd wing un - tied.
long to build my lone - ly nest 'Neath corn or tan - gled grass.
strains of grate - ful mel - o - dy Glad e - choes would I raise.

Li - ber - y! sweet Li - ber - ty! When wilt thou come to set me free?

From English "Band of Mercy."

(85)

The Caged Bird's Lament.

Words from "The Animal World."

$\text{♩} = 69.$

1. There was a time I used to sing For ver - y joy the whole day long—
 2. There was a time I wandered free—Gay as the sunshine, free as air—
 3. Con - fined with-in this gloomy place, Scarce large e-nough to turn me in,

A hap - py, glad - some lit - tle thing, My heart as joy - ous as my song!
 O'er hill and dale and dais - ied lea, Nor knew the shad - ow of a care;
 As though I were in sore dis - grace, And had to ex - pi - ate my sin,

There was a time when, in my nest, Sur - rounded by a chirping brood,
 But now, a - las! how sad the change—No more o'er hill and dale I roam;
 I sit, and try to sing a - way The drea - ry hours, so dull, so long;

With joy too great to be expressed, I dealt a-round the wel - come food.
 No more thro' leaf - y groves I range, The nest no long - er is my home!
 That what was once too short a day Un - end - ing seems, des - pite my song!

English "Band of Mercy Melodies."

(98)

Here are two interactive “action” plays used by the Bands of Mercy at the turn-of-the-century that can be put on in the classroom.

THE ANIMALS’ APPEAL

Ten children, bearing five banners with pictures of different animals they represent, i.e., horse, donkey, cat, dog, and bird, will march into the room and range themselves in front of any number of other children, standing in line, the teacher being absent. On entering, the teacher will say:

Teacher – Good morning, Children.

Children – Good morning, Teacher.

Teacher – I am pleased you look so bright and gay;
How did you spend your holiday?

Children – Oh! Teacher, dear, we went for a run,
We had some games, and we had such fun.
We met a lame horse, so old and grey,
We whipt, and drove him a long, long way,
With our new whip, with its heavy thong,
We drove the old tinker’s moke* along.
We saw a cat, with her kittens three,
Lying asleep near the old oak tree;
We threw at them there with stick and stone,
Till they were driven away from home.
We threw at a dog who was fastened tight
It was such fun, for he could not bite.
Oh! We were so wild with fun and glee,
We chased the birds from tree to tree;
And as their cheerful songs they sung,
We robbed their nests and took their young.
That, Teacher, dear, was the jolly way
In which we spent our holiday.
Teacher. – Oh! Children, dear, I am not glad;
Your jolly news has made me sad.
You have no right in your fun and glee
To do these things you have told to me.

* British slang for donkey.

The ten children representing the animals, etc., will now march one step forward, more immediately in front of the other children and will say:

Animals – Oh! Children dear, we are not glad;
To hear your news has made us sad.
We beasts which roam in the meadows free,
We birds which sing in the greenwood tree,
Feel pain or grief, or hope and joy,
Feel all these things like a girl or boy.
Oh! Children, we’ve each a sad tale to tell;
We hope you will listen and mark it well.

Ten children representing the animals, etc., will now commence to sing the following lines, to the tune of "Rousseau's Dream," and as they do so, the first two children (representing the horse) , bearing their banner, will leave the rank and march immediately in front of the other eight children keeping step to the tune.

Boys and girls, be kind and gentle,
Boys and girls, be brave and free;
As we plead our cause before you,
Listen to our humble plea.
As we plead our cause before you,
Listen to our humble plea.

As the ten children sing the last word "plea," they will bow their heads to the other children, and the Teacher will introduce the two children (representing the horse) to the other children.

Teacher – Dear Children, this is our friend the horse.

Horse – Dear Children, we are sorry to say
That horse you whipt, so old and grey,
That horse you drove with such fun and glee,
Is the dear old father of Dobbin and me!
Oh! what would you do, we should like to know,
If your dear father were treated so?

The ten children will now sing again, "Boys and girls, be kind and gentle," etc. As they sing this, the two children will bow to the other children and retire, marching round the rear of the other eight children, and take their former places in the rank; at the same time two others, representing the donkey, will march to the front, and so on in like manner until each pair have been introduced and have addressed the children.

Teacher – Dear Children, this is our friend the donkey.

Donkey – Dear Children, was it not very wrong
To whip the poor donkey with heavy thong?
Just think how very cruel you must be!
Poor Dick was the brother of Neddy and me.
Oh! what would you do, we should like to know,
If your poor brother were treated so?

The ten children will now sing again, "Boys and girls," etc.

Teacher – Dear Children, this is our friend the cat.

Cat – Oh! Children dear, those kittens three,
Lying asleep near the old oak tree,
And the cat you chased with such fun and glee,
Are the aunt and cousins of Tabby and me.
Oh! what would you do, we should like to know
If your poor friends were treated so?

The ten children will now sing again, "Boys and girls," etc.

Teacher – Dear Children, this is our friend the dog.

Dog – Old Rover, who guards the village store,
You hurt very much and made very sore;
He told us about it while we were at tea,
For he is the father of Laddie and me.
Oh! what would you do, we should like to know,
If your poor father were treated so?

The ten children will now sing again, "Boys and girls," etc.

Teacher – Dear Children, this is our friend the bird.

Bird – We birds which sing in the greenwood tree,
And fill the each and the air with glee,
We are often sad. Ah! very sad,
For those very things that have made you glad.
Bad boys and girls they think it is fun
To take our nests and destroy our young.
How sad you would feel, how full of woe,
If you, dear children, were treated so.

The ten will now sing again, "Boys and girls," etc. Meanwhile, the last two, i.e., birds will march round and resume their places in the rank. As they sing the last word "plea," the ten will bow to the other children, who will answer them as follows:

Children – Dear creatures, we wronged you in the thoughtless glee;
But now we have heard your earnest plea,
We hope that never – no, never again –
We shall do mean things to give you pain.

All the children will now join in singing the following verses, to the tune of "God Bless the Prince of Wales." The verses may be sung in solo, with chorus following.

Among our hills and mountains,
And from each lovely vale,
Oh! let the pow'r of kindness
O'er all the land prevail;
Both heart and voice upraising,
We'll swell this mighty plea,
Till beasts, and birds, and all things,
From torture shall be free.

Chorus - "Among our hills," etc.

The beasts who roam in forests,
The birds in greenwood tree,
The meanest thing that creepeth,
Should kindly treated be;
The patient beast who toiled
For man from morn till eve,
The greatest care and kindness
From humans should receive.

Chorus - "Among," etc.

We'll learn this moral lesson
To aid us in the strife,
To make us brave and gentle
On the battlefield of life:
Kindness to all creation,
Kindness to man and beast,
Kindness to all creation,
The greatest and the least.

Chorus - "Among," etc.

- T. West

WHO STOLE THE BIRD'S NEST?

This piece forms a nice recitation for ten little performers, who stand in a semi-circle, and are addressed in turn by Yellow-breast. Each to use "action" as much as possible. The Hen scrapes, the Dove curtsies, the Crow flaps wings – the Little Boy must show signs of shame and contrition.

Yellow-breast – "TU WHIT! Tu whit! Tu whee
Will you listen to me?
Who stole four pretty eggs,
And the nice nest I made?"

Cow – "Not I!" said the cow, "Moo-oo!
Such a thing I'd never do.
I gave you a wisp of hay,
But didn't take your nest away.
Not I," said the cow. "Moo-oo!
Such a thing I'd never do."

Yellow-breast – "Tu whit! Tu whit! Tu whee
Will you listen to me?
Who stole four pretty eggs,
And the nice nest I made?"

"Bobolink! Bobolink!
Now what do you think?
Who stole a nest away
From the plum-tree to-day?"

Dog – "Not I," said the dog. "Bow-wow!
I would not be so mean, I vow.
I gave her hairs the nest to make,
But the nest I did not take."

Yellow-breast – "Tu whit! Tu whit! Tu whee
Will you listen to me?
Who stole four pretty eggs,
And the nice nest I made?"

Dove – "Coo-coo! Coo-coo! Coo-coo
Let me speak a word, too.
Who stole that pretty nest
From poor little yellow-breast?"

Sheep – "Not I," said the sheep. "Oh no;
I wouldn't treat a poor bird so.
I gave her wool the best to line,
But the theft was none of mine.
Baa, baa!" said the sheep. "Oh no,
I wouldn't treat a poor bird so."

Yellow-breast - "Tu whit! Tu whit! Tu whee
Will you listen to me?
Who stole four pretty eggs,
And the nice nest I made?"

Crow - "Caw, caw! Caw, caw!
I should like to know
What thief took away
A bird's next to-day?"

Hen - "Cluck, cluck!" said the hen,
"Don't ask me again.
Why, I haven't a chick
Would do such a trick;
We each gave her a feather,
And she wove them together.
I scorn to intrude
On her and her brood,
Cluck, cluck!" said the hen,
"Don't ask me again."

Yellow-breast - "Tu whit! Tu whit! Tu whee
Will you listen to me?
Who stole four pretty eggs,
And the nice nest I made?"

"Bobolink! Bobolink!
Now what do you think?
Who stole a nest away
From the plum-tree to-day?"

Dove - "Coo-coo! Coo-coo! Coo - coo
Let me speak a word, too.
Who stole that pretty nest
From poor little yellow-breast?"

Crow - "Caw, caw! Caw, caw!
I should like to know
What thief took away
A bird's next to-day?"

All - "Cher-a-whir, cher-a-whir!
We will make a great stir!
Let us find out his name,
And all cry - for shame!"

Mary Green - "I would not rob a bird,"
Said little Mary Green;
"I think I never heard
Of anything so mean."

Alice Neil - "'Tis very cruel, too,"
Said little Alice Neil;
"I wonder if he knew
How sad the bird would feel."

The Little Boy - A little boy hung down his head,
And went and hid behind the bed;
For he stole that pretty nest
From poor little yellow-breast;
And he felt so full of shame,
He didn't like to tell his name.

-Mrs. L. M. Child